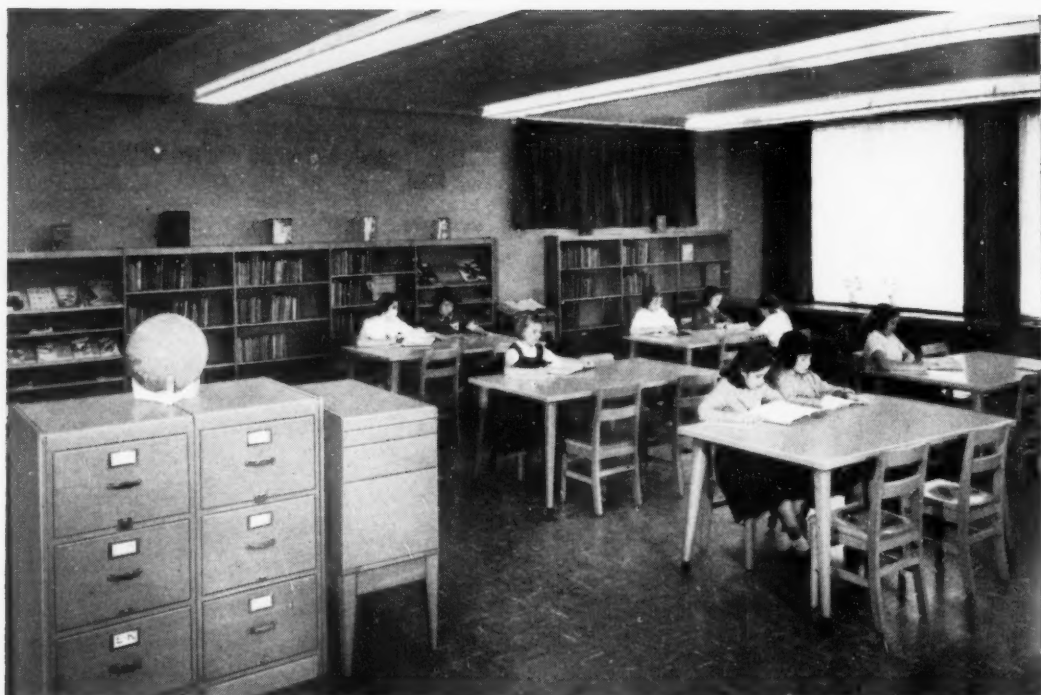


Maryland Libraries



Theme: The School Libraries of Maryland

**Journal of the Maryland Library Association
and
The Association of School Librarians of Maryland**



Brook Avenue School Library, Bayshore, L. I.—completely furnished with Library Bureau Trend Color Line equipment.

TREND *Color Line*

introduced by **LIBRARY BUREAU**

Trend Color Line apronless tables, newest in Library Bureau's complete line of library equipment, are shown in the photograph. These beautiful new tables have tops in soft decorator colors...sage brush green, aster rose, desert tan and cocoa brown. Library Bureau meets the growing trend to use of color in libraries with these handsome table tops (and tops of charge desks).

Library Bureau, originator of the apronless table, has gone a step further in perfecting this famous table. New design and construction have eliminated even the headers, making this table completely apronless and providing ample, free leg space all around.

Pressed wood for the top and bottom surfaces of the table top gives wearing quality long sought to withstand the hard wear and abuse it receives in library use. A new finish for all Color Line library equipment—PermaSeal—will give years of satisfactory wear.

Trend Color Line Tables are smartly designed. Birch legs, sturdy but slender in appearance, are splayed, "square-round."

Library Bureau can help you! Quality products, plus 75 years of library planning experience and the personal services of an LB planning specialist are available to you!

Get the new booklet—LB704—"Introducing Trend Color Line." Write today.



Remington Rand

DIVISION OF SPERRY RAND CORPORATION

535 St. Paul Place, Baltimore 2, Md.

MARYLAND LIBRARIES

Journal of the Maryland Library Association

Vol. 22 No. 3

Fall 1955

In This Issue

Program, Association of School Librarians of Maryland with Luncheon Reservation	2
MLA Regional Meetings	2
Distinguished Company	3
The Public Library and The School Library..... <i>Amy Winslow and Alice L. Robinson</i>	4
School Libraries in Maryland	8
<i>Mae Graham</i>	
Then and Now in Baltimore School Libraries, 1945-1955	11
<i>M. Bernice Wiese</i>	
Parochial School Libraries in Maryland	14
<i>Sister M. Martha</i>	
Private School Libraries	16
<i>Marjorie Richardson</i>	
The Poster	15
Integration and the School Library	17
<i>Theodore Peck</i>	
Speaking of Books	18
<i>Howard Hubbard</i>	
MLA Exhibit at Timonium State Fair	19
<i>Darl M. Rush</i>	

N.B.

As was announced in the summer number of *Maryland Libraries*, this journal in the next year will attempt to give its readers as full a picture as possible of library service in the Free State. The project is inaugurated in this fall number and is concerned with the progress of the school libraries in Maryland, particularly in the last ten years. The picture is presented by the people most directly concerned with the library in the public, private and parochial schools in Baltimore and in the state at large. These accounts are prefaced by a discussion of the relationship of the public library and the school library by two authorities in the field. The next issue of the journal will feature special libraries.

Published quarterly by the Maryland Library Association. Mae Graham, Maryland Division of Library Extension, Baltimore, Maryland, President; Edward Fenner, Enoch Pratt Free Library, Baltimore, Maryland, Treasurer; Editorial Committee: Margaret Edwards, Enoch Pratt Free Library, Baltimore, Maryland, Editor-in-chief; Margaret Atwood, Baltimore Polytechnic High School; Nettie Taylor, Maryland Division of Library Extension, Baltimore, Maryland; Howard Hubbard, Enoch Pratt Free Library, Feature Writer; William G. Fullmer, Enoch Pratt Free Library, Business Manager; Harry Foster, Maryland Division of Library Extension, Circulation Manager.

PROGRAM, ASSOCIATION OF SCHOOL LIBRARIANS OF MARYLAND

ALL LIBRARIANS AND TEACHERS ARE INVITED

Theme: Reading for young people.

Speaker: Mrs. Annis Duff, author of "Bequest of Wings" and the newly published *Longer Flight*.

Date: Friday, October 21, 1955

Time: Luncheon 12:30; Speaker 2:30 P.M.

Place: Gold Room, Park Plaza Hotel

Price of Luncheon: \$2.25, including tip

Helen Perdue, librarian of the Bear Creek Elementary School and president of the Association, will preside.

The Association's annual exhibit is on the southwest ramp of the Armory. The exhibit chairman this year is Alice Robinson, Supervisor of Libraries, Montgomery County Board of Education, and the theme of it is *The School Library Provides Learning Opportunities for Boys and Girls*.

LUNCHEON RESERVATION

This is the only notice of the meeting you will get. Fill in blank, tear out on dotted line, and mail to Virginia Hughes, 400 Cathedral Street, Baltimore 1, by October 14, 1955.

You can save yourself time by paying your Association dues at the same time you make your luncheon reservation.

Please reserve place(s) for me at the luncheon at the Park Plaza Hotel, Friday, October 21, at 12:30. I prefer meatfish.

I am also enclosing \$2.00 for my Association dues for the school year 1955-56.

My check for enclosed. Yes; No.

My name

My address



MARYLAND LIBRARY ASSOCIATION REGIONAL MEETINGS

Goucher CollegeNovember 9

HagerstownNovember 15

SalisburyNovember 18

Watch for detailed announcements.

DISTINGUISHED COMPANY



BERNICE WIESE is the first person to hold the position of Supervising Librarian in the Department of Education in Baltimore. She has organized and directed the work in a way that has revolutionized school library work in the city and has gained recognition outside the state.



MAE GRAHAM, known in library circles over the country, is the dynamic Supervisor of School and Children's Libraries in Maryland. Her broad vision and her practical approach to problems have brought inspiration and efficient direction to libraries working with young people in this state. In the same manner, she serves us all as the distinguished President of M.L.A.



SISTER M. MARTHA has graced her position as head of Seton High School's library and as President of the Catholic Library Association has influenced her entire diocese with her love of reading and her high standards of library service.



It was hoped to add to our "Distinguished Company" in this issue the photograph of the President of the Private School Library Association. As that office is vacant at the present time due to a series of unavoidable incidents, no officer of the organization could be featured.

The Public Library and the School Library: Similar Ends But Different Methods

By AMY WINSLOW AND ALICE L. ROBINSON*

If an article on public library-school library relationships can be successfully written by a school librarian and a public librarian working together, at least one step toward the solution of the great American problem will have been taken. Surely the basic similarity of their goals presents every reason why the two types of libraries should work cooperatively toward better citizens for America. On the other hand, the necessary differences in immediate objectives, clientele and climate of operation call for distinct and separate types of service. It is because of our firm conviction that each school needs a school library, that every community needs public library service and that the two are the responsibility of separate and distinct agencies, that this article is written.

THE PUBLIC LIBRARY

The public library's paramount characteristics are its informality and the voluntary nature of its use. Along with the school library, its primary objectives are education and enrichment of life. The provision of recreational reading materials, as with all other materials in school library and public library alike, is directed toward enrichment of the individual. The public library's objectives broaden out to include the satisfaction of adult needs for life-long education; for occupational information, for fulfilling the obligations of citizenship, parenthood, and group participation and for meeting the constantly expanding horizons of the alert and vigorous mind.

Another basic difference which distinguishes the public library from the school library is its obligation to serve *all* the people, which of course means all ages. Its service calls for different physical facilities, different emphasis, different methods and different personnel training.

It is primarily because of its adult clientele that the public library requires physical facilities of a distinct character. Its location must be accessible to the busy adult as he goes about other daily affairs. It must be near transportation facilities and preferably in the heart of a shopping center, with nearby parking areas. It must offer an inescapable invitation through ground floor location, street-level entrance, conspicuous display of books and of readers at work. Long sweeps of lawn or playground are a deterrent to use of the library by the average adult. Often he is unaccustomed to the use of books; unless convinced by experience or demonstration he sees little use for printed materials in his busy life. His library must be made inviting through use of color, informal furniture, smoking facilities; it must convey an atmosphere of relaxation and comfort rather than one of formal study. The community library, too, must adapt its hours to the convenience of its clientele; it cannot be closed for long vacation periods and it must provide evening service for those who are not free during the day.

In its service to the child the public library is a community organization, serving children of all ages and in all institutions, as well as reaching them indirectly through parents. Beginning even with the prospective parent the public library seeks to develop in the parent and in the child from infancy an appreciation of books and reading that becomes an integral and continuous part of living. While

* Miss Robinson, Supervisor of Library Service, Montgomery County Board of Education, has written the section on the school library, Miss Winslow, Director, Enoch Pratt Free Library, that on the public library; introduction and conclusions are joint products.

the school library is the hub of the school and exists primarily to meet the needs of the curriculum as it affects the child, the public library centers its emphasis on the child as an individual and makes its appeal primarily through freedom of choice. In other words, informality and voluntary response are as characteristic of the public library's work with the child as with the adult.

In its work with adults the public library must gear its collection of materials and its methods of presentation to varying kinds of background and experience and widely different abilities in the use of print. It finds easy sledding with only a small percentage of its possible users. Adult interests, distractions, and responsibilities are all competitors of the book; in some neighborhoods and among some groups prejudices and attitudes are often hostile to reading. The public library therefore must constantly seek methods or techniques of approach and presentation which will break down resistance and promote use of the materials which are so essential to good citizenship and intelligent living. It must likewise build its collections and adapt its methods for the benefit of special groups in its community: business, industry, labor, individual professions, city officials, artists, craftsmen, and organizations of all kinds. The fact that use of the public library is always voluntary is perhaps its greatest asset as well as its greatest challenge.

It is obvious that the public librarian has a job to do which is quite different from that of the school librarian. Both need the training in basic library techniques, both need a wide acquaintance with books and related materials, both must believe in books. The divergence comes in the differing purposes of the institutions and the widely varying types of readers which they serve. The public librarian needs an understanding of social as well as individual psychology, of public administration and local government, of community organization, of adult education philosophy and skills as well as familiarity with the wide field of literature opened up through adult interests and activities. He must cultivate adaptability and intuition which will enable him to diagnose and prescribe in turn for the needs of child, parent, engineer, stonemason, creative artist, or grandfather.

THE SCHOOL LIBRARY

The school library, unlike the public library, is not a separate and distinct institution, but is an essential part of another distinct institution—the school. Its philosophy and aims are defined by the school itself and it operates within the scope and framework of the school. It is this distinguishing characteristic which determines its policies, materials, activities, and services.

The school librarian is a teacher, certified as a teacher and librarian, paid as a teacher, and responsible to the school administration. He is familiar with and knows how to use the principles of the psychology of learning. He understands and recognizes individual differences. He knows the courses of study used in his school. He is a qualified teacher who preferably has had teaching experience. He has completed an organized college program in library science. He is prepared to work with curriculum committees, with special responsibilities in relation to materials. School library materials—books, periodicals, pamphlets, pictures, filmstrips, recordings, etc.—are selected to meet the curriculum needs of the individual school and of the girls and boys who attend the school. These materials cover the entire course of study and their range of difficulty is largely determined by the range of abilities of the pupils in the school. Because one of the goals of any worthwhile educational system is to provide each pupil the opportunity to develop to his greatest capacity, books are provided for independent reading; books which help in the solution of personal problems, which provide new and rich experiences, which entertain and delight, which broaden horizons. Materials for the school library are selected cooperatively by faculty, librarian, and pupils.

The school library is a busy place. Classes are scheduled there a good part of the day. Classroom teachers and librarian plan together in the selection and use of material for each group as well as for the learning activities which will be most profitable for the pupils. Under the skillful guidance of teacher and librarian, pupils learn how materials are organized, how to select them, how to evaluate them. Individual pupils also come to the school library for information, for assistance, for books to satisfy their own peculiar needs. The library is open all during the school day and long enough before and after school to give teachers an opportunity to use it for planning their work as well as for pupils who may wish to work early or late. Its materials flow to the classrooms and to the homes of the pupils, where the books may be read by the pupil only or may be shared with the family.

Pupils participate in the organization and management of the library as part of their school program. They help formulate standards for library citizenship and promote its services.

The school library is centrally located in the school building, as close to the classroom areas as possible. It is furnished according to the needs of the particular school, but it always provides physical means for class activities as well as for individual reading or study.

The principal is the key person in determining the success or failure of any school library. He must plan for the provision of library facilities and resources, for the integration of the library program in the total school program, for the scheduling of pupils and teachers to use the resources, for providing the opportunity for pupils to work in the library both individually as well as in groups.

The Board of Education supports the school library just as it does any other instructional service of the school. Funds are provided by the Board for staff materials, and supplies.

Truly the school library is a unique institution. It is designed solely for children and young people engaged in a learning process; stripped of this function it would have no reason for existence. But placed within the pattern of the school it not only comes alive itself but becomes a busy, thriving institution that provides the materials and service essential to the success of any worth-while school program.

INTER-RELATIONSHIPS AND COOPERATION

Since the school is a part of the community and makes every effort to help pupils participate successfully in community life, the school library fittingly gives attention to cooperation with the public library. It is appropriate that pupils know that in addition to their school, there is available to them free of charge a community agency which provides the means for continuous education, for preparation for a vocation, for keeping abreast of developments in the modern world, for using leisure worthily and happily. It is appropriate that children have opportunity to participate in story hours at the public library, to make friends with staff members who are specialists in children's literature and other fields, and to enrich their lives by sharing with these people their enjoyment of the treasures of the ages.

Young adults have similar worth-while experiences in their public libraries. They may participate in poetry clubs, reading groups, drama clubs, and in the planning of summer reading programs. Most important, they meet and exchange ideas with experts in young people's literature in a community situation. These experts from the community can be invited to the school and their talents discovered by all the young people. It is a worth-while introduction to participation in community life.

As the school can well make use of the knowledge and strengths of the staff members of the public library, so can the public library use the knowledge and strengths of pupils and teachers. There may be reading needs among pupils in the community, needs recognized by teachers who are experts in reading. A summer

reading program, planned by public librarians, school librarians, teachers, and pupils may meet many needs of the children and youth in the community. Co-operative planning of resources, programs and objectives will add to the effectiveness of both institutions.

The citizen and taxpayer sometimes finds it difficult to understand the need for these two types of library in a single community. The reason is doubtless due to lack of understanding of the purposes and methods of each, and uncertainty as to the financial future. Both libraries supply books, both supply books for children, both dip into the public purse. Obvious questions are, why are both needed, or why should both not operate under the same roof and the same administration? It is hoped that the foregoing descriptions may afford a partial answer.

One reason for the confusion is doubtless that public libraries were in on the ground floor in supplying service to schools. Even yet, in some situations, local authorities are willing to leave library service in the schools to the public library. Where there is no school library the public library gives to the school what service it can, as it does to any institution located in its area, sometimes at the cost of its proper public library service to the community as a whole. The result is usually a stopgap service, provided through bookmobiles or classroom collections, which is in no way adequate for the needs of the modern school, and which is advisable only until the Board of Education assumes its responsibility for the development of school library service as a part of the instructional program. Few public libraries are financially able to do more, and few are the situations in which they have received supplementary funds for meeting even these school needs.

Partly because of the inadequacy of this service and partly because of changing concepts of the school library, the modern school increasingly establishes its own library service. This movement is one which should be welcomed by the public library, encouraged, stimulated, aided and abetted. The public librarian is often in a position to assume leadership in arousing sentiment and demand for the school library.

Many situations which have attempted some sort of *joint* enterprise have contributed to misunderstanding and a sense of mistrust. In some cases the public library establishes and operates the school library. This arrangement has met with notable success in a few instances, but in general, lack of careful planning, divided allegiance on the part of the staff, and differences in personnel requirements and provisions (education, vacations, pay, night work and the like) have led to unfortunate friction and irritation.

In other cases the public library has established a branch in the school building, designed to act as a school library as well as a public branch serving all ages. Few such attempts have been successful. The basic differences pointed out above between the purposes and methods of the two kinds of libraries create an apparently insoluble situation. Adults dislike to use the library during school hours and the location is rarely convenient for adults or for children not enrolled in the particular school. The immediate pressure for school service leads to a set-up which is predominantly a school library, though seldom a good one, and the very important service to adults is necessarily slighted. Rarely, too, do authorities recognize the dual purpose of the library with financing adequate to carry out two roles. The book supply is almost invariably too limited for good community service.

Surely the solution to these misdirected attempts at economy is a recognition on the part of public authorities of the need for both agencies in a community. No one questions the right of a school to have a school orchestra while the city contributes to the support of a municipal orchestra. Baltimore City helps to maintain the Municipal Museum, the Baltimore Museum of Art, and the Maryland Academy of Sciences. They are all museums but their purposes are entirely different, and no one suggests that they combine.

Once the need for the school library is recognized and its co-existence with the public library is accepted, librarians know what to do. The cooperation and mutual aid which characterize the relationships between the Department of Education and the Pratt Library in Baltimore City can be duplicated anywhere. Frequent contacts and conferences, attempts to work out problems with mutual understanding, willingness to help wherever and whenever opportunity offers, many years of "working together" have built a happy relationship, which is a source of strength to both institutions.¹

¹ Wiese, Bernice; Gross, Elizabeth; and Edwards, Margaret A. We Work Together. *Library Journal*, December 15, 1951, v. 76, p. 2052-55.

"The High School Librarians Choose the Best Books of the Year for Their Readers" will appear in its new edition in the spring of 1956. This list, compiled by the librarians of Baltimore's public high schools and the Young Adult Department of the Pratt Library, is in such demand that it is o.p. soon after publication. To insure receiving a copy, those desiring the list should place orders in January with the Department of Education, 3 East 25th Street, Baltimore 18, Md. The price of the list is 10¢.

SCHOOL LIBRARIES IN MARYLAND

by MAE GRAHAM, Supervisor of School and Children's Libraries,
Maryland Division of Library Extension

I'm not afraid of telephones, it's just that I don't like them. But ever so seldom I do answer one and hear some good news. Just now the editor of *Maryland Libraries* telephoned to ask me if I would write her an article on *School Libraries in Maryland*. I know of nothing I'd rather talk about—most of my friends won't let me do it anymore. I've worn them out; and most of the time when I do, I talk about one library, one county, one librarian—but to be asked to talk about all of them—in all 23 counties—is the kind of invitation that will make me less reluctant to answer the telephone for the next couple of days. After all, I have no way of knowing what other fine promise may be held out to me.

There's nothing unique about the school library taking on the characteristics of the librarian. It happens in classrooms all the time. I've seen apparently dull, bored children transformed into eager, enthusiastic third graders, full of lively curiosity and good humor and the only difference was the teacher. I've seen school libraries undergo the same transformation. Most of our librarians are intelligent, alert, interested not only in the library but in the whole school. They recognize the library as the materials and service center of the school and they do their jobs with initiative and imagination. In 1954-1955 there were 119 full-time and 64 part-time ones in the junior-senior high schools in the state. In 1951-52 there were only 69 full-time school librarians in the state. Of the 41 elementary school librarians, 33 were in Baltimore County. Three counties: Baltimore, Montgomery and Prince George's have full-time school library supervisors on their Boards of Education staff. The Association of School Librarians of Maryland has a membership of 175.

It would be unfair to write of the school librarians in Maryland without paying special tribute to the part-time librarians who teach half-day and still do a job of promoting the use of books and materials with teachers and pupils. The many elementary teachers, principals, and supervisors who promote the idea of the central elementary library, and who utilize the establishment of one as a learning experience for a class or a whole school have done as much as anybody else in

the state to give impetus to the movement in the schools for more and better reading materials at all levels.

No matter how good our librarians and teachers promoting the use of the library are, they could make little progress without funds. Books unfortunately, have to be bought and books are the backbone of the library. In Maryland we are fortunate. Between 1947-48 and 1953-54 the average annual per pupil allotment from Board of Education funds for library books increased from 30 cents to \$1.05. Only one county still requires local schools to match Board of Education funds. The increase in amount of money spent has not been spectacular, but it has been steady. The steady growth has given teachers and librarians alike the opportunity to give careful attention to the matter of selection and to curriculum needs. Usually most books are seen before they are purchased. Most schools have a sound buying policy, buying only from reliable jobbers who give reasonable discounts and good service.

In many counties the PTA contributes to the library fund and in most counties local schools supplement the Board of Education allotment. There are no statistics available to give the total amounts spent from all funds for library books.

A librarian with all of the books would be in a sad plight if he had no place to house them. Every junior-senior high school built in the state since 1945 has a library and many old ones have been remodelled. In some counties the new elementary schools have central libraries; in others they do not. The fact that all do not is sometimes explained by the philosophy of education of that particular county or is due to little funds and many children. There are examples over the state of libraries that have been moved to cafeterias, stages, or hallways as the schools became so overcrowded that the library had to be used for a classroom.

In 1954 the State Department of Education published *School Libraries in Maryland*, a handbook prepared by a committee of school library supervisors and the Division of Instruction. The handbook includes statements of the philosophy of school library service by the State supervisors of elementary and high schools and discusses and lists desirable practises and procedures. It is intended as a guide and not as a manual of procedures to be followed blindly. It has been extremely well received especially by elementary supervisors and teachers. Out-of-state requests for copies have been numerous and comments on it favorable.

I take a dim view of educational progress measured in terms of how much money or how many things. Our high schools in Maryland are evaluated by the Middle States Association of Colleges and Secondary Schools which uses quantitative standards and evaluates the library as an important part of the whole school program. In most of the schools which have been evaluated the library ranks as high—and frequently higher—than the rest of the school and the librarian ranks with the outstanding teachers.

For lack of a better word, I'd say that our libraries—both elementary and high school—have quality. You see quality in a good painting, in a great personality; you recognize it, appreciate it, respect it. You know it is a composite of many things and you know you cannot define it.

It is dangerous and highly unfair to single out situations for special comment because there are hardly any that are not worthy of commendations. But we do have in Maryland some things which seem to me to be worthy of comment because of the significance they have for the library programs throughout the state:

1. The excellent relationships between our school and public libraries. Fortunately they are separately organized, administered and financed, but they work together for the purpose of providing the best possible book service to girls and boys. It seems normal to take this cooperation for granted, but if you listen to people from some states talk you'd think they are competitors rather than partners with a common goal.

2. The combination of the *Library Card*, official publication of the Association of School Librarians, and of *Between Librarians*, the official publication of the Maryland Library Association, so that there can be one good state library publication for all librarians is another indication of successful cooperation and of mutual understanding and respect.
3. The increasingly active work done with the state-wide organizations of pupil assistants, the high quality of programs presented at meetings of the Association of School Librarians of Maryland as well as the annual exhibit during the State Teachers meeting are indicative of the quality of school library personnel in the state and a tribute to the way they work together.
4. The high quality of professional programs presented at some of the county meetings of school librarians is well worthy of comment. Those in Baltimore County are outstanding not only because of the quality of the programs but because all librarians in the county—elementary, junior and senior high school, and public — participate in them.
5. The contribution PTA library committees make cannot be measured. The most significant thing about the work they do in elementary school libraries is their constant effort to get central libraries with professional personnel established. In Montgomery County outstanding work has been done by these library committees in demonstrating what centralized library service can mean.
6. The central libraries in some of the smaller elementary schools which are organized and administered by teachers and pupils are exciting and gratifying. These situations have proved to be vital learning experiences for the pupils and the quality and quantity of reading has improved. There are scattered examples of this kind of library throughout the state. Garrett and Queen Anne's Counties have developed such libraries county-wide. They are giving not only good school library service but are giving us all examples of what teachers, supervisors, and principals can do to encourage the extensive use of books.
7. The philosophy which affirms that every child has a right to education and that every individual should be given an opportunity to develop his greatest capacity is the most important single factor in determining the kind of school library service we have. Every principal, superintendent, supervisor and teacher who believes in this philosophy is responsible to some degree for any success our school library program has.

It would be dishonest for me to conclude this without admitting that we still have shortcomings. We do. We are all learning and working together. The only people who are not making contributions to the program are those who feel there is nothing left to do or to learn. We are in dire need of school librarians in more of our large elementary schools; of some kind of professional library assistance to teachers in the smaller elementary schools; of additional librarians for the large high schools—the additional help, I'd hope, to be provided on the basis of service rendered and not of enrollment. We need more opportunities for some of our librarians to get together at county levels to discuss their professional problems. In some places we need a better understanding on the part of teacher and librarian of what the role of the school library is. All of us need to read more books. We need a study made to find what carry-over the school library has to adult life. What use do our graduates make of the public library? How intelligently do they continue to use materials? We recognize our need for growth and want to improve.

Any day that you feel bored, dissatisfied, dreary, give me a telephone call, and I'll take you to visit a school library. You'll come home tired in body, but with a new zest for work, a new belief in people, with new ideas, and with respect and admiration for what you've seen.

Then and Now in Baltimore School Libraries, 1945-55.

By M. BERNICE WIESE, Supervisor School Libraries,

Department of Education, Baltimore, Maryland

As early as 1854 Western High School had a small collection of reference books, and in 1862 the students formed the "Peabody Literary Association and devised measures by which it is hoped that they might be able to provide a good library. Western was ready with a list of books and a room when, shortly thereafter, the Mayor and City Council made an appropriation. In 1864 the principal reported the purchase of a library for the use of our young ladies." (from *Western High School Past and Present 1844-1954.*)

Baltimore can boast of the early establishment of high school libraries with City College, Eastern High School, and the Polytechnic Institute following Western's example. All were included in the superintendent's recommendation in 1907 to receive library appropriations and to have a person trained in library methods. But from 1854 to 1945 was a long period of infancy. The curbs of inadequate budgets, small quarters, insufficient equipment, limited book collections, lack of professional guidance, restricted the normal growth of library service.

Looking backwards to the early 1940's many of our secondary school librarians can remember the struggle to satisfy the reading and reference demands on a five cent per pupil budget. In the older libraries the shelves were filled but many books were as old as the libraries; tradition, as well as the fear of empty shelves, kept many books long after their usefulness in the curriculum and the interest of the students had passed. Books by Henty, Curwood, Barbour, Barr were still taking up shelf space. In those days librarians were "beggars" pleading for more money from PTA's, clubs, classes, book drives, and anyone with an extra quarter or dollar to give away. Free pamphlets and donations of magazine and newspaper subscriptions were eagerly sought by the alert librarian to augment those obtained by a thirty-five to fifty dollar annual allotment. Fortunately the dollar bought more then. Fines were looked upon as bounties from heaven because such funds could secure a new title for reading bait or ease a reference demand.

Though several schools built in the 1920's and 1930's had fairly large library quarters, little consideration had been given to functional and adequate equipment. Eastern High School with a workroom and "running water" was the envy of every librarian in the city. All librarians dreamed of owning a typewriter that would type correctly and some just dreamed of having a typewriter belonging to the library. Each librarian had her own special wish. Some wanted good sturdy chairs to replace wobbly bentwood ones that were always breaking a leg, others longed for a charging desk, or more files, or better lighting, or floors that did not squeak. All the wishes were practical but no one had faith enough to believe any would be granted. The most sincere wish of all eighteen secondary librarians, that took precedence over all personal ones, was for recognition of the library's place in the educational program and for administrative assistance and guidance in serving the students and teachers. This service was to be for all schools, elementary, secondary, and vocational. Some could remember when one English supervisor had been assigned to do something for school libraries but had discontinued the work because of insufficient administrative support. Through the efforts of the librarians' organization, the Library Council, the recommendation for a School Library Department was accepted in February, 1946. In September, 1946 the School Library Supervisor initiated the School Library Department.

After ninety years, the library infant began to grow rapidly. A new superintendent of schools with ideas for modernizing school facilities and for encourag-

ing new trends in the education program plus the postwar interests in school development in all areas gave the Library Department an opportunity to obtain many improvements during the next five years. With the \$175,000 equipment fund allotted to the Library Department, all school libraries took on a "new" look and many elementary schools were able to convert spare rooms into libraries. The dreams of new typewriters, additional shelving, comfortable chairs, new catalogs, fluorescent lighting became realities. Workrooms with cabinets and running water were provided in the schools where space was available. Though the librarian may have considered the typewriter the most valuable contribution, the students were strongly in favor of the attractive yellows, blues, greens, and reds of the lounge chairs for the browsing areas. These invited students to read. According to one school report the lounge chairs brought into the library some teachers who had rarely visited the room before.

If clothes make the man, then the libraries with the new modern look should be attracting attention in the schools and making a contribution in a big way. The librarian in the forty elementary and thirty secondary schools is recognized as an important person. Instead of thinking up schemes for raising money and racking her memory for every ounce of information located in the few resources available to meet more reference requests, she is now trying to find short cuts to reduce clerical routines so she can keep pace with the growing number of activities involving the use of library resources. No longer does she remain within the four walls of the library waiting for students to come after books. She tries to practice X-ray vision and hearing to keep up with classroom activities, so she can load the book truck with materials and take the library where it is needed. Even the encyclopedia, sacred to library shelves, is on the circulating list. More and more the librarian is becoming a working partner with the teacher. The English department is no longer considered the only area using library materials and needing instruction in library skills. Service to other departments has become a reality. Theory has become common practice when one sees in the library a home economics exhibit, or an art display, or examples of handicraft together with books, magazines, and pictures that have been used to produce these articles. Again the value of the library is recognized when sixth grade Jane and the members of her group turn immediately to library files for pictures and books of people and costumes for their class project on Switzerland. Library conference rooms in new schools are busy spots for group work.

Instruction in library skills is no longer boring and forced on the student because he must be prepared for some unknown future use. These skills continue to be an essential part of the pupil's education, but they are incorporated in all instructional areas, when the student has a need to use a specific skill.

What about reading? Everyone is talking about Johnny's and Jane's not reading. What does our school librarian have to say about that? The before 1946 and after 1946 figures may not have any recognition from research statisticians, but the reactions of pupils, teachers, and parents to the increased number of library books, attractive in appearance and appealing in content, and to the influence of the librarian is an impressive fact. Naturally we are glad to boast of increased book collections, circulation, and library attendance. But more important, the librarian feels confident that she can satisfy the "best-seller" reader, the science fiction addict, the would-be traveler, the hero worshiper, and the seeker of facts. Her training and experience in book selection, in educational aims, and in young people's reading interests make it possible for her to work with all types of pupils and readers. As the book budget has increased from five cents to ninety cents per pupil, books for every taste and need have increased in number. Annual reports are filled with anecdotes of reading projects telling about Johnny's and Jane's discovering books and the joys of reading. Through the department's "Reading Is

Fun" television series for elementary children, through book fairs in cooperation with the public library, through book clubs, through the librarian's enthusiasm, the love of books and reading is spreading to more and more boys and girls. When a youngster begs the librarian to admit him to the special group for slow readers, because he considers it an honor to be in the library and he does not want to miss the fun his pal is having with books, it indicates the influence a librarian can have in a reading program. When a third grade class of page turners becomes a sixth grade class of avid readers of longer books, the librarian has concrete evidence that her patience and enthusiasm have been rewarded.

In a recent questionnaire on the prevalence of comic books in the schools, one school wrote on the report, "We have seen the use of comics wane in our school during the past seven years as the school library resources increased." Twenty-six schools reported that the library programs, the increased availability of good books in classrooms, and the development of school libraries with school librarians had been influential in discouraging the use of comics. Many other returns attributed a growing interest in reading good books to the availability of the school library collection and the librarian. These remarks were significant because no mention was made on the questionnaire of libraries or books.

Librarians have taken a definite interest in the individual student, the slow reader and the superior reader. For several years boys at Polytechnic Institute have conducted stimulating symposiums on current topics in the library, as a result of the combined sponsorship of the English and Social Studies Departments and the librarian. A group of sixth graders grew keenly interested in archeology and were reading all the information they could find on Schliemann, ancient Troy, and excavations, because the librarian had sparked their curiosity with a trip to the Walter's Art Gallery. One reading enrichment group preferred reading books at home to looking at television.

Parents are benefiting from school libraries. The mothers and children in one elementary school were so excited over the books at a pre-Christmas book fair, that a special night for fathers had to be arranged on a moment's notice. Informally parents comment on the attractive and interesting books in the school libraries as compared with the non-existent library or small or dull book collection of their school days.

Professionally, changes have been great, too. During the depression days, librarians were scarce, so anyone who "loved books" might be assigned as a librarian, in spite of the requirement of sixteen credits in library science. The scarcity continues, but interest in library training is greater. Of the fifty-five librarians, twenty-three have master's degrees in library science and eighteen more have the required eighteen credits or more.

Looking back nine years, the supervisor sometimes longs for the calm of the first month, when she sat before an empty uncluttered desk in a bare room with a secretary and a typewriter. At that time the most important thing was to find a starting point and devise schemes for making everyone conscious of the new library department and the importance of libraries and librarians. With administrative backing and with the splendid work of the librarians in the schools, the enthusiasm for libraries seems to be spreading. Every school wants a library and a librarian. One look at the calendars of the school library specialist and of the supervisor shows full schedules of conferences with principals and teachers, meetings with faculties and subject departments, participation in workshops of other areas, appointments with committees, assignments to work in new schools or old schools with new library situations, planning and consulting with librarians, participation in curricular studies. The acceptance of the Library Department as an integral part of the educational system has promoted a feeling of confidence and recognition in the librarians as well as a feeling of hope for the future.

Typical of a growing child, the school library youngster in Baltimore has need for many more things. During the past ten years the librarian has gained far more than she ever hoped for. She has the typewriter and the equipment for service and now she wants more time to serve the pupils and teachers. She is now requesting central cataloging and professional assistants. With the appointment of a cataloger in September, 1955, to prepare for central cataloging, one more dream is about to be fulfilled. These gains have broadened the library horizon and given the librarian a vision of new fields. She will be happy to see the school library department continue to grow like Jack's beanstalk until it reaches the castle with all the treasures to provide library service for all boys and girls in the schools of Baltimore.

PAROCHIAL SCHOOL LIBRARIES IN MARYLAND

by SISTER M. MARTHA, *Librarian, Seton High School, Baltimore, Maryland*

When asked to write the article on library service in the parochial schools in Maryland, I was reminded of a passage in Caesar which reads: "All Gaul is divided into three parts: one of which the Belgians inhabit; another the Aquitanians; the third, those who in the language of themselves are called Celts, in ours, Gauls."

According to our diocesan boundaries, Maryland, too, is divided into three parts. The Archdiocese of Washington claims Prince George's County, St. Mary's County, Charles County, Calvert County, and Montgomery County. The counties along the Eastern Shore belong to the Diocese of Wilmington, while Baltimore City and the remaining counties comprise the Archdiocese of Baltimore. It is with the last mentioned that this article is concerned. However, other dioceses follow a program similar to this as far as library work is concerned.

For the year 1954-1955 the census lists the number of schools as follows: elementary, one hundred fifteen; two-year commercial schools, eleven; high schools, twenty-five. Some elementary schools are parochial schools, serving the children of the parish; other elementary schools receive children from Baltimore City and the counties. The commercial schools, while located in a parish, are open to students from all parishes. Of the high schools, some are parish high schools, others are private schools conducted and supervised by the various religious communities; and these, too, are open to students from all parishes. The total enrollment—parochial, commercial, high schools—during the year 1954-1955 was approximately 59,000.

It is not possible in so short a time to trace the progress of library work from the very beginning of our parochial school system to the present, but we shall try to give a picture of parochial library activities for the past few years.

In 1938, a Library Committee composed of members from the parochial, private, and Enoch Pratt Free Library compiled a series of instructions in the use of books and libraries called "Magic Keys to Books." A separate book was compiled for each grade beginning with grade four through grade twelve. These books were printed by Enoch Pratt Library and a copy was given to every child in the parochial, private, and high schools. Because of lack of help and paper shortage during the war years, these publications were discontinued.

About the same time a joint committee of parochial school and Enoch Pratt librarians revised the Enoch Pratt Reading Lists. Some titles were deleted, and titles meeting Catholic norms and available at Enoch Pratt were added. The high school lists were discontinued, but the grade lists now entitled, "Pathways to Pleasure" are still revised and published.

All the high schools have central libraries and have either a full-time librarian or a teacher-librarian depending on the enrollment. Almost all the elementary and commercial schools have a central library unless lack of space makes this impossible. However, this need is supplied by classroom libraries. The elementary schools in Baltimore City make use of the classroom collections provided by Enoch Pratt, while the schools in the counties make use of the services of the Bookmobile and collections provided by the state. Schools near the branch libraries in Baltimore take classes there for library instruction and book talks. Librarians from Enoch Pratt also visit the schools during the year.

In many of the high schools there may be found student library councils. The aid given by these students to both the librarian and the school is invaluable. Many of these groups are members of the Maryland State Student Library Council.

In order to keep abreast with the library world, there is an Archdiocesan Library Council. Each elementary school has a representative in this Council. There are two meetings a year, one in the fall and one in the spring. Each year this Council sponsors a book review contest and a book jacket contest for students of the seventh and eighth grades. A list of suggested activities is also sent to each school in order to assist teachers in preparing programs for Catholic Book Week.

Besides the Archdiocesan Council there is the Maryland Unit of the National Catholic Library Association. The general purpose of this association is to initiate, foster, and encourage any movement towards the progress of Catholic literature and Catholic library work. The particular object is to promote fraternal and professional relations among the Catholic librarians and Catholic libraries of the regional unit. This organization is open to all persons, institutions, and organizations interested in the purpose of the Catholic Library Association. This group meets in the fall and spring.

That the parochial schools have made rapid strides in the library field has been due to the zeal and whole-hearted support of its school superintendents. Both the late Right Reverend John I. Barrett, Ph.D. and Reverend Leo J. McCormick, Ph.D. present Archdiocesan Superintendent of Catholic Education, have left nothing undone to foster the love of books and the use of library facilities. To them we owe a real debt of gratitude.

This article would be incomplete were we not to mention the wonderful spirit which exists among all the librarians of Maryland regardless of the system in which they operate. One can truly say, "If she is a librarian from Maryland, you can always count on her for any need."

THE POSTER

The busy librarian who laughs at cartoons in the magazines or books she reads, often realizes that certain cuts have possibilities as posters to advertise books. If she is an artist or the art department in her school can help, these cuts can be enlarged most effectively as posters for displays. For examples, the following cuts might be used with the captions suggested:

Saturday Review, August 27, 1955 p. 39 ON STAGE

Saturday Review, April 30, 1949 p. 19 LAUGH IT OFF

Boni, Margaret "Fireside Book of Folk Songs" p. 82 DIG THAT WEST!

New Yorker, June 24, 1950 p. 34 FOR SERIOUS READERS

New Yorker, May 6, 1950 p. 74 PLAY BALL

Saturday Review, July 31, 1954 p. 51 SAY IT WITH MUSIC

PRIVATE SCHOOL LIBRARIES

MARJORIE RICHARDSON, *Librarian*, Friends School

Due to the fact that there is no central location for factual or historical material on Private School Libraries of Maryland, it is impossible to make any analysis of their growth at this time. Each school adapts itself to its own needs, equipment, environment, etc. However, it should be noted that there is increasing interest in library facilities and a few general remarks should be offered to substantiate the improvement which has come about in recent years.

The Secondary Education Board, in its Middle Atlantic States Annual Conferences, has devoted special sessions to the library field. Many schools, which have been unable to finance full-time, trained librarians, are stretching budgets to accomplish this ideal. Library budgets are being set up where none have heretofore existed. In the local Baltimore area most of the Private Schools are now using Library Student Assistants. Classroom libraries are seldom found except for borrowed supplementary materials, housed temporarily in class rooms to answer special demands. There is good faculty cooperation and interest found in the libraries. More and more Private School Librarians, either part-time or full time, have joined local and state library groups.

The Private School libraries still have many problems to overcome, but certainly if the interest and initiative which has been shown in recent years continues, they may look forward to ultimate success in reaching fine School Library standards.

LANTERNS ALOFT

by Mary Evans Andrews

Danger to the Maryland coast during the War of 1812 makes exciting days for young Bob and Jeremy, who concoct a clever plan for the relief of their home town of Saint Michaels. Ages 10-14. \$2.75

Send for free catalog JUNIOR BOOKS

LONGMANS, GREEN AND COMPANY, INC.

55 Fifth Avenue

- New York 3, N. Y.

Integration and The School Library

by THEODORE PECK, Young People's Librarian, Enoch Pratt Free Library,
Pimlico Branch

Supreme Court decisions often have little direct effect on the work of school librarians but the recent momentous decision for the integration in the school of white and Negro students has pointed the way to a new field of endeavor for the school librarian, i.e., the development in her students of a new sensitivity to human relationships. Experience shows that with young people, the best attack the librarian can make on prejudice is the introduction to readers of stories or biographies that appeal to the emotions or touch the heart. An array of facts such as Ruth Benedict presents in her fine pamphlet "Races of Mankind" may convince the young person, but the story and biography make him understand.

Since we know that sports appeal to boys and teen-age stories to girls, books in these categories can break down misunderstanding. Junior high school boys will enjoy: Dave Zinkoff's *The Harlem Globetrotters*, Willie Mays' *Born to Play Ball*, Bill Roeder's *Jackie Robinson*, *Jackie Robinson's Own Story*, *Roy Campanella* by Dick Young and John Tunis' *All American*. Younger girls will like: Phyllis Whitney's *Willow Hill*, Adele De Leeuw's *The Barred Road*, Hope Newell's *A Cap for Mary Ellis* and Florence Means' *Assorted Sisters*.

Other titles for both girls and boys of junior high school age are: Catherine Peare's *Mary McLeod Bethune*, Ann Petry's *Harriet Tubman* (a Maryland Negro), *Freedom Train* by Dorothy Sterling, Elizabeth Yates' *Amos Fortune*, *Free Man*, *Ralph Bunche* by Alvin J. Kugelmass and Shirley Graham's *Jean Baptiste Pointe de Sable, Founder of Chicago*.

For the more mature reader, the following should be of interest: *The Third Door* by Ellen Tarry is an autobiography of an outstanding American Negro woman who as a girl wanted to go to Africa as a missionary to help her people but later realized that the South was her Africa after all. Her light skin which would have enabled her to "pass" brought only mistrust from some Negroes—a problem she had to surmount in her extensive social work. *The Seeking* by Will Thomas is a true story of a World War II veteran who moved with his wife and children to a small Vermont town, hoping to find an environment free from prejudice. The Vermonters' traditional slowness in accepting strangers was misunderstood at first. The Thomases had to rid themselves of their own hasty judgments, too, before they settled down into the calm and steadfast Vermont way of life. This is especially good for its honest criticism by the author of himself and his family. Young's *A Good Man* is a study of a Negro farmer in Mississippi whose great wish was to paint his house white, even though no other Negro had attempted such a departure from the ordinary. His plan caused such opposition from the "crackers" of the community that his wife through fear took matters into her own hands in a moving novel of man's striving for dignity and self-realization. *Shattered Windows* by Florence Means tells of a Negro girl who learned a lesson of pride and compassion for her race while on a visit to her grandmother on an island off South Carolina. Because it is written in dialect, its appeal is limited for some readers. In *Story of the Negro* by Arna Bontemps, the author sketches scenes from the ancient and diversified history of the Negro, including such interesting and different chapters as the lordly Wirtusi people of Africa, the slave uprising in Haiti and acts of courage and patriotism of Negroes in American history. It is written especially for young people. *A Star Pointed North* by Edmund Fuller is the fic-

tionized biography of Frederick Douglass. It tells of his early life as a slave, of his yearning for freedom and eventual escape to the North. The major portion portrays his growth as a prominent New England citizen and his contributions to and accomplishments for Negroes in America. W. L. White's *Lost Boundaries* is the true story of Albert Johnson, who upon learning he was a Negro, was given an extremely difficult decision to make. Should he hide himself as a white boy in a white man's society or make an entirely new beginning as a Negro? *A Clouded Star* by Anne Parrish takes the reader on one of the journeys of Harriet Tubman when she leads nine slaves to freedom. Through the fear, danger and suspense of the story, she emerges as a courageous, resolute and understanding leader, a woman who would not admit of failure. Shirley Graham's *Your Most Humble Servant*, the biography of Benjamin Banneker tells of a free Negro who hailed from a family of farmers. Ben proved to be a gifted student in the Quaker school he attended and interested people assisted his scientific studies, so that he eventually became a renowned mathematician and astronomer who helped George Washington during the Revolutionary War.

In connection with the above list, it might be noted that the 1955 revised and enlarged edition of *Reading Ladders for Human Relations* is off the press. It is published by the American Council on Education, 744 Jackson Place, Washington 6, D. C. Price—\$1.00

Integration will become an established fact in Maryland soon, but before it is accomplished the way to understanding must be made smooth. This is a challenge and an opportunity for the school librarian who has a rich selection of books from which to choose. The above list is intended only as a sampling of the field.

Speaking of Books

HOWARD HUBBARD, *Editor*

SPRINGBOARDS

Books as springboards is the theme this time, books which have sent young minds skyrocketing in new directions to form, eventually, sound and lasting interests. An imaginative choice of books on the part of the librarian, coupled with imaginative presentation, can spark an intensive reading program in quite unexpected fields for a child or young adult.

For example, Mrs. Emma Bowland used *Lost Worlds* by Anne Terry White as a springboard in an unusual and profitable project with children in grades four to six in the Library Club at the Columbus Elementary School in Baltimore. This was not a superior or gifted group, but under Mrs. Bowland's leadership the club members developed quite scholarly reading tastes. It began with the telling of her "favorite true story of adventure," the life of Heinrich Schliemann, which stimulated a unanimous enthusiasm for archaeology and led to the planning of a course of study. *Lost Worlds* was the focal point. Reading it together and discussing it inspired research into Troy, Crete, the life of Homer and in the case of the more advanced children the reading of the *Iliad* and the *Odyssey*. The less capable, says Mrs. Bowland, "found keen enjoyment in the versions in Greek mythology."

At the psychological moment arrived an announcement from the Walters Art Gallery, describing an exhibit of excavations in the Holy Land and of replicas and

originals of the treasures found in the Red Sea caves; the club en masse attended. A talk by the school principal, an authority on the Bible, map research, the reading of Old Testament stories, and the viewing of filmstrips of famous ruins and excavations helped to cement the lively interest aroused. At the end of the year the children begged to continue the following season and go on to the study of Egypt.

At Friends School, where the top level sixth graders embark on a reading program centered around a single book, the choice made last year by Isabel Woods, Librarian of the Lower School, was Katherine B. Shippen's *Passage to America*. This led, says Miss Woods, "to a great variety of books as the interests of each child carried him far afield. One child became greatly interested in the immigrant in New York, read *Rachel* by Mina Lewiton and Beryl Williams' *Lillian Wald* and later, when each child took a special topic for his own reading, this young person chose social service."

Chinese immigrants in *Passage to America* suggested *Willy Wong, American* and *Footprints of the Dragon* by Virginia Oakes, followed by *The Building of the First Transcontinental Railroad* by Adele Nathan.

The coming of the Negroes to America led to an inexhaustible supply of books. *Amos Fortune* was the favorite; Graham and Lipscomb's *Dr. George Washington Carver* and *Chariot in the Sky* by Arna Bontemps were next in popularity. Several children read books about Africa, such as *On Safari* by Theodore Waldeck and *The Africa of Albert Schweitzer* by Charles Joy and Melvin Arnold.

Aside from this program, Miss Woods remembers too an earlier experience, when a boy who was a poor reader came across McCracken's *Son of the Walrus King* and became so fascinated that he read and read similar books until he found to his astonishment that with no conscious effort he had become a good reader and well acquainted with the Arctic and its inhabitants.

Alice Robinson, Supervisor of Library Service for the Schools of Montgomery County, finds Swaynes's *Great Grandfather in the Honey Tree* an "enticing introduction to American folk lore and tall tales," leading to enjoyment of Paul Bunyan, Big Steve, Joe Magarac and company. "Sure-fire" introduction for her to the eerie and sometimes suspect world of fantasy is Mary Norton's *Magic Bed-Knob*, with the same author's *The Borrowers* a worthy successor or predecessor.

The young adults are susceptible to good suggestion too. Robert Greenfield, Young People's Librarian of the Pratt Library's Forest Park Branch, tells of a progression from *The Caine Mutiny* to Monsarrat's *The Cruel Sea* to the books of Forester to *Moby Dick* to every book on whaling, fiction and nonfiction, to English history and then via Woodham-Smith's *The Reason Why* to the whole field of modern history in general.

One good choice can lead to anywhere.

MLA EXHIBIT AT TIMONIUM STATE FAIR

by DARL M. RUSH

As an experiment in attracting the public attention to the needs of the state's tax-supported libraries, the Maryland Library Association prepared an exhibit at the Maryland State Fair at Timonium, which ran from August 31 to September 10.

The exhibit, one of several devoted to strictly educational purposes, was set up in the Main Exhibition Hall. Its theme: Don't Let Maryland's Libraries Run Dry. In keeping with the general atmosphere of a county fair (and 1955 was Guernsey Year at Timonium) display materials featuring the cow, the dairy, and the milk bottle represented the library, the librarian, and the book—all related to the consumer or borrower of books.

The Buck Glass Company of Baltimore supplied the Association with milk bottles for use in the exhibit and also contributed several thousand small milk bottle souvenir banks for free distribution to persons who stopped at the booth. On each bank was printed in red letters:

MLA
YOU NEVER OUTGROW THE NEED FOR MILK . . .
AND BOOKS!

County librarians throughout the state were asked to send pamphlet material for distribution that would explain the services and needs of their libraries. Persons attending the Fair from the various counties could in this way be made aware of the library, persons who might not have been informed previously. Many of the county librarians did send material but those who did not overlooked an opportunity to advertise their services—for an informal poll taken at the exhibit showed that people from all the counties of the state attended the fair.

Volunteers from the Enoch Pratt Free Library, Baltimore County Library, and Maryland Division of Library Extension were at the Exhibit during the eleven days to answer questions and to distribute material.

The committee for the experiment, which we feel was successful, was Darl M. Rush, Chairman, Sara Siebert, and William Condon, all from Enoch Pratt.

In his article—

**"Why Write It When You
Can't Sell It To The
Pictures?"**

Budd Schulberg says . . .

Maybe what I am trying to say is that a film must act; a book has time to think and wonder.

There is the essential difference which keeps me, for all my love of movie-going and film-writing, still a confirmed novelist and an enthusiastic novel reader.

In the flush of TV spectaculars, wider and wider screeneramas, and all the rest of our frightful, fruitful mechanical advancements the book is still the essential civilizing influence, able to penetrate the unknowns of human aspiration.

Saturday Review

September 3, 1955

We have in stock
the titles on the
1955 Books on Exhibit list

Write us for discount prices

We pay transportation

**CUCUMBER
BOOKSHOP**

**7944 Wisconsin Avenue
Bethesda 14, Maryland**

A Maryland Book Jobber
serving
school and public libraries

**Three Big Catalogs and
Many Supplemental Stock
Sheets Each Year Are A
Measure of Our Service**

featuring all popular distinguished
JUVENILE TITLES

**BOUND TO STAY BOUND
BOOKS**

are a sound investment in
economy because:

- Quality (Better than Class A) Binding gives them long life.
- Long Life means more circulation at lower cost.
- Genuine Picture Covers provide unmatched durability and color.
- Approximately 80% of our titles are in stock for immediate delivery.

Cut down your work load by selecting your Juvenile requirements from these Catalogs . . . get on our mailing list today—a postcard will do it.

New Method Book Binding Inc.
MANUFACTURERS OF PREBOUND
BOUND-TO-STAY-BOUND BOOKS
JACKSONVILLE, ILLINOIS

Gaylord

RECORD HOLDERS

- Now made for 7, 10
12-inch recordings.
- Your choice of
GREEN or TAN
Pressboard Covers.

GAYLORD BROS., INC.
Library Supplies
SYRACUSE, NEW YORK

As you consider that we have the best comparable buy in our PARAGON BINDINGS, along with our SUDDEN SERVICE, at the *lowest prices* in EASY BOOKS, why not ask for lists today?

1955 SPRING list (Complete prebound list) 1300 titles

**1955 NEWEST & BEST READERS list (1st three grades)
all listed with copyrights 395 titles**

1955 List CHILDHOOD OF FAMOUS AMERICANS SERIES

School edition 65 titles

Every book only in its latest edition.

**DON R. PHILLIPS
PARAGON BINDINGS
VANDALIA: MICHIGAN**

From Sec. 34.66 (P.L.&R.)

Margaret A. Edwards

Enoch Pratt Free Library

Baltimore 1, Md.

**Let us help you plan your
BOOK CONSERVATION
PROGRAM**

Library Binding, Rebinding and Prebinding according to A. L. A. specifications, backed up by generations of bookbinding "know-how" and intelligent attention to the special needs of YOUR LIBRARY guarantee maximum conservation and availability of ALL material.

JOSEPH RUZICKA

606 N. EUTAW ST.
Baltimore 1, Md. - VE. 7-4107
and Greensboro, N. C.

Charles L. Elliott

•
BOOKS
FOUND BY US ARE
FOUND TO BE BETTER
FOUND

•
Day: Night:
Wilkins 5-2431 Wilkins 7-3144

•
**1907-11 ROSEDALE ST.
Baltimore 16, Md.**